

Oberstar	Sabo	Thompson (MS)
Pallone	Schaffer	Udall (NM)
Pastor	Slaughter	Visclosky
Peterson (MN)	Stark	Waters
Phelps	Strickland	Weller
Pickett	Stupak	Wicker
Ramstad	Tancredo	Wu
Riley	Taylor (MS)	
Rogan	Thompson (CA)	

NOT VOTING—22

Bereuter	Kanjorski	Rahall
Burr	Kasich	Scarborough
Cooksey	Larson	Sessions
Davis (FL)	Meek (FL)	Watkins
Doyle	Mollohan	Wise
Emerson	Murtha	Young (AK)
Hulshof	Murryck	
Hunter	Payne	

So the Journal was approved.

¶126.8 DIRECT SYSTEMATIC PHONICS INSTRUCTION IN SCHOOLS

Mr. MCINTOSH moved to suspend the rules and agree to the following concurrent resolution (H. Con. Res. 214); as amended:

Whereas the ability to read the English language with fluency and comprehension is essential if individuals are to reach their full potential;

Whereas it is an indisputable fact that written English is based on the alphabetic principle, and is, in fact a phonetic language;

Whereas the National Institute of Child Health and Human Development (NICHD) has conducted extensive scientific research on reading for more than 34 years, at a cost of more than \$200,000,000;

Whereas the NICHD findings on reading instruction conclude that phonemic awareness, direct systematic phonics instruction in sound-spelling correspondences, including blending of sound-spellings into words, reading comprehension, and regular exposure to interesting books are essential components of any reading program based on scientific research;

Whereas a consensus has developed around scientific research findings in reading instruction, as presented in the 1998 report of the National Research Council, Preventing Reading Difficulties in Young Children;

Whereas the Learning First Alliance composed of national organizations such as the American Colleges for Teacher Education, American Association of School Administrators, the American Federation of Teachers, Council of Chief State School Officers, National Association of Elementary School Principals, National School Boards Association, National Parent Teachers Association, and National Education Association have agreed that well sequenced systematic phonics instruction is beneficial for all children;

Whereas more than 50 years of cognitive science, neuroscience, and applied linguistics have confirmed that learning to read is a skill that must be taught in a direct, systematic way;

Whereas phonics instruction is the teaching of a body of knowledge consisting of 26 letters of the alphabet, 44 English speech sounds they represent, and 70 most common spellings for those speech sounds;

Whereas reading scores continue to decline or remain stagnant, even though Congress has spent more than \$120,000,000,000 over the past 30 years for title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.)) with the primary purpose of improving reading skills;

Whereas the 1998 National Assessment for Educational Progress (NAEP) found that 69 percent of 4th grade students are reading below the proficient level;

Whereas the 1998 NAEP found that minority students on average continue to lag far

behind their non-minority counterparts in reading proficiency, many of whom are in title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.));

Whereas the 1998 NAEP also found that, 90 percent of African American, 86 percent of Hispanic, 63 percent of Asian, and 61 percent of white 4th grade students were reading below proficient levels, many of whom were in title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.));

Whereas more than half of the students being placed in the special learning disabilities category of Special Education have not learned to read;

Whereas the cost of Special Education, at the Federal, State, and local levels exceeds \$60,000,000,000 each year;

Whereas reading instruction in far too many schools is still based on the whole language philosophy, to the exclusion of all others and often to the detriment of the students;

Whereas the ability to read is the cornerstone of academic success, and most colleges of education do not offer prospective reading teachers instruction in the structure of spoken and written English, and the scientifically valid principles of effective reading instruction: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of Congress that—

(1) phonemic awareness and direct systematic phonics instruction should be used in all schools as a first and essential step in teaching a student to read;

(2) pre-service professional development of reading teachers should include direct systematic phonics instruction; and

(3) all Federal programs with a strong reading component should use instructional practices that are based on scientific research in reading.

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, recognized Mr. MCINTOSH and Mr. CLAY, each for 20 minutes.

After debate,

The question being put, viva voce,

Will the House suspend the rules and agree to said concurrent resolution, as amended?

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, announced that two-thirds of the Members present had voted in the affirmative.

Mr. CLAY demanded that the vote be taken by the yeas and nays, which demand was supported by one-fifth of the Members present, so the yeas and nays were ordered.

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, pursuant to clause 8, rule XX, announced that further proceedings on the motion were postponed.

¶126.9 OVERTIME EXEMPTION FOR EMPLOYEES ENGAGED IN FIRE PROTECTION ACTIVITIES

Mr. BOEHNER moved to suspend the rules and pass the bill (H.R. 1693) to amend the Fair Labor Standards Act of 1938 to clarify the overtime exemption for employees engaged in fire protection activities.

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, recognized Mr. BOEHNER and Mr. CLAY, each for 20 minutes.

After debate,

The question being put, viva voce,

Will the House suspend the rules and pass said bill?

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, announced that two-thirds of the Members present had voted in the affirmative.

So, two-thirds of the Members present having voted in favor thereof, the rules were suspended and said bill was passed.

A motion to reconsider the vote whereby the rules were suspended and said bill was passed was, by unanimous consent, laid on the table.

Ordered, That the Clerk request the concurrence of the Senate in said bill.

¶126.10 H. CON. RES. 214—UNFINISHED BUSINESS

The SPEAKER pro tempore, Mr. BARRETT of Nebraska, pursuant to clause 8, rule XX, announced the unfinished business to be the motion to suspend the rules and agree to said concurrent resolution (H. Con. Res. 214) expressing the sense of Congress that direct systematic phonics instruction should be used in all schools; as amended.

The question being put,

Will the House suspend the rules and agree to said concurrent resolution, as amended?

The vote was taken by electronic device.

It was decided in the	Yeas	224
negative	Nays	193
	Answered present	2

¶126.11 [Roll No. 564] YEAS—224

Aderholt	Cubin	Hinchey
Archer	Cunningham	Hobson
Armey	Davis (VA)	Holden
Baker	Deal	Horn
Ballenger	DeLay	Hostettler
Barr	DeMint	Hulshof
Barrett (NE)	Diaz-Balart	Hunter
Bartlett	Dickey	Hutchinson
Barton	Doolittle	Hyde
Bass	Dreier	Isakson
Bateman	Duncan	Istook
Biggert	Dunn	Jenkins
Bilbray	Ehrlich	John
Bilirakis	Emerson	Johnson (CT)
Bliley	English	Johnson, Sam
Blunt	Everett	Jones (NC)
Boehner	Ewing	Kaptur
Bonilla	Fletcher	Kasich
Bono	Foley	Kelly
Borski	Forbes	King (NY)
Boswell	Fossella	Kingston
Brady (TX)	Fowler	Knollenberg
Bryant	Gallegly	Kolbe
Burr	Ganske	Kuykendall
Burton	Gekas	LaHood
Buyer	Gibbons	Largent
Callahan	Gilchrest	Latham
Calvert	Gillmor	LaTourette
Camp	Goode	Lazio
Campbell	Goodlatte	Lewis (CA)
Canady	Goodling	Lewis (KY)
Cannon	Goss	Lipinski
Castle	Graham	Lucas (OK)
Chabot	Granger	Maloney (CT)
Chambliss	Green (TX)	Manzullo
Chenoweth-Hage	Green (WI)	McCollum
Coble	Greenwood	McCrery
Coburn	Hansen	McHugh
Collins	Hastings (WA)	McInnis
Combest	Hayes	McIntosh
Cook	Hayworth	McIntyre
Cooksey	Hefley	McKeon
Costello	Herger	Metcalf
Cox	Hill (MT)	Mica
Crane	Hilleary	Miller (FL)